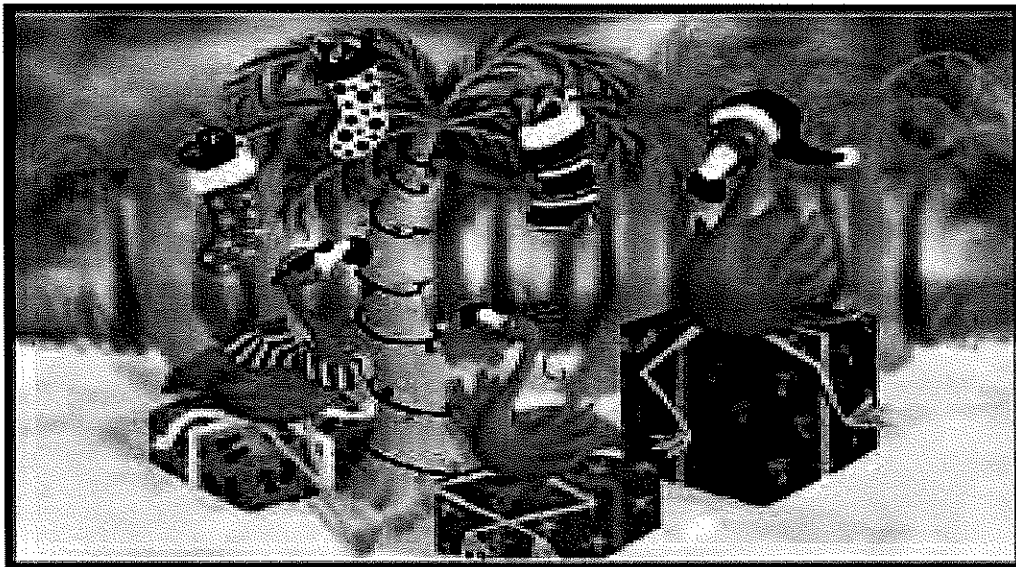


# *Jose de Diego Middle School*



## *Reading/Language Arts*



### *Grade 8*

## *Winter Break Packet*

*The student activities in this packet are designed to reinforce reading skills, strategies, and standards.*



### **Before Reading Strategies**

- **Scan the article or story then star and read ALL text features** (This will help with setting a purpose for reading.)
- **Make a prediction using text features scanned throughout text.**

### **During Reading Strategies**

- **Underline key ideas and details in the text that are important to understanding the article or story.**
- **Make notes to clarify areas of text that may be confusing.**

Ask yourself:

- What does the author want me to learn about the topic or character, events, and setting?
- How does he/she use each section to help me learn?
- What key words or phrases help me understand the author's purpose, point of view, or theme?
- Why did the author structure or organize the text this way? How does that help me better understand the topic or main message?

### **After Reading Strategies**

- **Read each question carefully.**

Ask yourself:

- ❖ What am I being asked to do?
  - ❖ What am I asked to look for?
  - ❖ What section or sections of text do I need to revisit?
  - ❖ Does the question require going back to the text?
- **Circle, underline, or paraphrase key words in question stems.**

**Passage: Excerpt from *A Fault In Our Stars***

by John Green

- 1 I went to Support Group for the same reason that I'd once allowed nurses with a mere eighteen months of graduate education to poison me with exotically named chemicals: I wanted to make my parents happy. There is only one thing in this world worse than biting it from cancer when you're sixteen, and that's having a kid who bites it from cancer.
- 2 Mom pulled into the circular driveway behind the church at 4:56. I pretended to fiddle with my oxygen tank for a second just to kill time. "Do you want me to carry it in for you?" "No, it's fine," I said. The cylindrical green tank only weighed a few pounds, and I had this little steel cart to wheel it around behind me. It delivered two liters of oxygen to me each minute through a cannula, a transparent tube that split just beneath my neck, wrapped behind my ears, and then reunited in my nostrils. The contraption was necessary because my lungs sucked at being lungs.
- 3 "I love you," she said as I got out. "You too, Mom. See you at six." "Make friends!" she said through the rolled-down window as I walked away.
- 4 I didn't want to take the elevator because taking the elevator is a Last Days kind of activity at Support Group, so I took the stairs. I grabbed a cookie and poured some lemonade into a Dixie cup and then turned around. A boy was staring at me.
- 5 I was quite sure I'd never seen him before. Long and leanly muscular, he dwarfed the molded plastic elementary school chair he was sitting in. Mahogany hair, straight and short. He looked my age, maybe a year older, and he sat with his tailbone against the edge of the chair, his posture aggressively poor, one hand half in a pocket of dark jeans.
- 6 I looked away, suddenly conscious of my myriad insufficiencies. I was wearing old jeans, which had once been tight but now sagged in weird places, and a yellow T-shirt advertising a band I didn't even like anymore. Also my hair: I had this pageboy haircut, and I hadn't even bothered to, like, brush it. Furthermore, I had ridiculously fat chipmunked cheeks, a side effect of treatment. I looked like a normally proportioned person with a balloon for a head. This was not even to mention the cankle situation. And yet—I cut a glance to him, and his eyes were still on me. It occurred to me why they call it eye contact.
- 7 I walked into the circle and sat down next to Isaac, two seats away from the boy. I glanced again. He was still watching me.
- 8 Look, let me just say it: He was hot. A non-hot boy stares at you relentlessly and it is, at best, awkward and, at worst, a form of assault. But a hot boy . . . well.
- 9 I pulled out my phone and clicked it so it would display the time: 4:59. The circle filled in with the unlucky twelve-to-eighteens, and then Patrick started us out with the serenity prayer: The guy was still staring at me. I felt rather blushy.
- 10 Finally, I decided that the proper strategy was to stare back. Boys do not have a monopoly on the Staring Business, after all. So I looked him over and soon it was a staring contest. After a while the boy smiled, and then finally his blue eyes glanced away. When he looked back at me, I flicked my eyebrows up to say, I win.

1

How does the narrator's thinking **change** as the boy continues to stare at her? Select **two** options.

- A  more confident
- B  more self-conscious
- C  competitive
- D  more angry
- E  happier
- F  worried

2

How does the main character **really** feel about going to the support group?

- (A) Likes to see her friends.
- (B) Does not want to go.
- (C) Thinks it's fun.
- (D) Is not sure what to think.

3

Select the circle **before** the sentence from the passage that supports the answer in Part A.

- 1      (A) I went to Support Group for the same reason that I'd once allowed nurses with a mere eighteen months of graduate education to poison me with exotically named chemicals: I wanted to make my parents happy. (B) There is only one thing in this world worse than biting it from cancer when you're sixteen, and that's having a kid who bites it from cancer.
- 2      (C) Mom pulled into the circular driveway behind the church at 4:56. (D) I pretended to fiddle with my oxygen tank for a second just to kill time. (E) "Do you want me to carry it in for you?" (F) "No, it's fine," I said. (G) The cylindrical green tank only weighed a few pounds, and I had this little steel cart to wheel it around behind me.

4

How does the main character respond **at first** to the boy staring at her?

- (A) She decides to stare back.
- (B) She tells the boy to stop.
- (C) She encourages him by smiling.
- (D) She begins to feel self-conscious.

5

The main character's mom seems to be in favor of her daughter attending the support group. Select **two** reasons why you believe this to be true.

- |   |
|---|
| a. She hopes her daughter can make friends.                           |
| b. She wants her daughter to become more independent.                 |
| c. She thinks her daughter longs for adventure.                       |
| d. She would like her daughter to have a distraction from being sick. |
| e. She believes it will help her daughter not be sick.                |

6

The author suggests, but does not directly state, that the main character has –

- (A) cancer.
- (B) anger issues.
- (C) uncertainty.
- (D) discovered love.

Read the line from the passage.

“It delivered two liters of oxygen to me each minute through a cannula, a transparent tube that split just beneath my neck, wrapped behind my ears, and then reunited in my nostrils.” (paragraph 2)

What does the word cannula most likely mean?

- (A) a syringe for fluid
- (B) a small reed
- (C) a way to breathe oxygen
- (D) a thin tube you breathe through

8

What is the main purpose of the final paragraph in the passage?

- (A) The author wanted to suggest the main character likes the boy.
- (B) The author wanted to highlight the main character’s confidence.
- (C) The author wanted to show that life can be difficult.
- (D) The author wanted to give examples of the things the main character likes.

9

Read the paragraph from the passage.

“Finally, I decided that the proper strategy was to stare back. Boys do not have a monopoly on the Staring Business, after all. So I looked him over and soon it was a staring contest. After a while the boy smiled, and then finally his blue eyes glanced away. When he looked back at me, I flicked my eyebrows up to say, I win.” (paragraph 10)

Based on paragraph 10, what inference can be made about the boy? Select **two** options.

- A  The boy feels defeated.
- B  The boy will continue to look at the girl.
- C  The boy is happy the girl decided to stare back.
- D  The boy is angry about how the girl responded.
- E  The boy does not like the girl now.
- F  The boy will stop talking to the girl.

What is a theme of the passage? Select the best answer choice that both depict the theme and strong evidence.

- A  You are not alone; the narrator goes to therapy and realizes that there are other people who are suffering as well.
- B  It's important to enjoy life; the narrator felt insecure until she decided to stare back at the boy, then she became happy.
- C  You don't always have to be strong; the narrator made a decision to stop paying attention to her clothes, and she eventually started to have fun.
- D  Face your fears head on; the narrator overcomes all of her faults by deciding to go ahead and stare back at the boy
- E  You must be brave; the narrator felt unattractive and weak, but made the decision to go to the therapy group anyways because she knew that would help her get better

## Passage: Killer Whales

### Who is really in danger?

- 1 The Killer Whale, officially named the Orca, has been a popular icon over the years. Many have watched them at Sea World, their story in the movie *Free Willy*, and learned facts about them on TV. Though loved by many, the Killer Whale population is dwindling making them endangered species.
- 2 Killer Whales are toothed whales and the largest member of the dolphin family. They are highly social and live in groups. Orcas feed on fish, squid, birds, and marine mammals. Like dolphins, Orcas use echolocation - bouncing sound off of objects to hunt. They use a series of high-pitched clicks to locate and stun prey.
- 3 The official worldwide population is unknown, but likely to be around 50,000. Part of the reason for the decline is some individuals hunt Killer Whales for sport. Also, major events such as the Exxon oil spill destroyed the whales' environment and many of the things they need to survive.
- 4 Conservation efforts are being made but can be difficult. This is because we still don't know a lot about where Killer Whales spend a significant period of their >me each year. Without this information, it makes it hard to know what areas to protect. Additional research is underway and hopefully in the future, with more information, we will have more success in protecting these beautiful creatures.



This text was written by THE SMALL CLASSROOM. The whale image is in the public domain.



11

What is the central idea of the passage?

- (A) Killer Whales are endangered and need our protection.
- (B) Killer Whales are in the dolphin family.
- (C) Killer Whales are popular icons in social media.
- (D) Killer Whales are on the decline in recent years.

12

Read the following sentence from the passage.

“Additional research is underway and hopefully in the future, with more information, we will have more success in protecting these beautiful creatures.” (paragraph 4)

Which of the following can be concluded after reading the sentence?

- (A) Killer Whales are beautiful.
- (B) Killer Whales need our help.
- (C) Killer Whales are our future.
- (D) Killer Whales are interesting.

13

Read the following sentence from the passage.

“Though loved by many, the Killer Whale population is dwindling making them endangered species.” (paragraph 1)

Select **two** meanings for the word dwindling as used in the passage.

- A  to waste away
- B  to search for
- C  to dive below
- D  to become less
- E  to stop growing
- F  to decrease

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which of the following themes **best** describe the passage?

- (A) Treat others as you would want to be treated.
- (B) Always help out others who are in need.
- (C) We have a responsibility to the environment.
- (D) Believe those who are seeking the truth.

**Part B**

Fill in the circle **before** the sentence from paragraph 4 that supports the answer in Part A.

- (A) Conservation efforts are being made but can be difficult. (B) This is because we still don't know a lot about where Killer Whales spend a significant period of their time each year.
- (C) Without this information, it makes it hard to know what areas to protect. (D) Additional research is underway and hopefully in the future, with more information, we will have more success in protecting these beautiful creatures.

16

Which **best** matches the author's claim in paragraph 4?

- (A) We need to learn more about Killer Whales in order to help their population.
- (B) Scientists are doing all they can to help Killer Whales and their environment.
- (C) There is much to be done and a lot of work to finish in order to help.
- (D) Many people are trying to help Killer Whales by increasing their available food source.

17

Which of the following is an opinion expressed in the passage?

- (A) Killer Whales are toothed whales and the largest member of the dolphin family.
- (B) Killer Whales are officially named Orca.
- (C) Orcas feed on fish, squid, birds, and marine mammals.
- (D) Hopefully, in the future we will have more success in protecting these beautiful creatures.

18

**Part A**

What is the author's purpose in writing the passage?

- (A) The author describes what Killer Whales look like.
- (B) The author informs the reader what Killer Whales eat.
- (C) The author entertains the reader with exciting facts about Killer Whales.
- (D) The author persuades the reader to help protect Killer Whales.

**Part B**

Fill in the circle **before** the sentence from paragraph 1 that supports the answer in Part A.

- Ⓐ The Killer Whale, officially named the Orca, has been a popular icon over the years.
- Ⓑ Many have watched them at Sea World, their story in the movie *Free Willy*, and learned facts about them on TV.
- Ⓒ Though loved by many, the Killer Whale population is dwindling making them endangered species.

Which inference can be made after reading the passage?

- Ⓐ Killer Whales eat a large quantity of food.
- Ⓑ Orcas are endangered.
- Ⓒ Orcas are amazing creatures.
- Ⓓ Killer Whales live in the Atlantic Ocean.

### Editing Task 3

Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

#### *What is Sedimentation?*

by Aaron Faunch

16. Sedimentation is very important. Without it we wouldn't [ (A) has (B) have (C) had (D) was ] any dinosaur fossils.
17. It is the building up of layers of small [ (A) particle (B) particals (C) particlies (D) particles ] like sand or mud. The easiest place to see this is the beach. A beach is made up of lots of sand which have been deposited, or left behind, by the sea.
18. Sand and mud come from inland. Rivers erode them from the land and bring them towards the sea. As the water slows, it [ (A) can't (B) cant (C) can not (D) ca'nt ] carry as much and so sand and mud are dropped. The bigger the grain of sand, the sooner it is dropped.
19. If you look at a cliff, you will often see layers which make the cliff look like a layer cake. These layers are caused by sedimentation. [ (A) From time to time; (B) In some instances, (C) Over a long period of time, (D) Some time down the road, ] the grains of sand and mud build up and up, forming the layers.
20. Fossils are found in [ (A) this (B) these (C) those (D) that ] layers. The quicker bones are buried, the more chance they will be saved from scavenging animals and damage by weather.

Excerpt from *What is Sedimentation* by Aaron Faunch.  
<https://scienceforthekids.wordpress.com/2013/03/12/what-is-sedimentation/>  
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### Editing Task 3 Continued

Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

21. The sea, rivers and lakes are the [  A better  B good  C well  D best ] depositors of sand and mud. Dinosaurs are usually found where there used to be a sea, lake or river. However, big glaciers and the air can also carry very small grains.
22. A landslide, where mud and rock fall down a mountain or a sand dune, can also save the bones of a dinosaur. One famous fossil called 'The Fighting Dinosaurs' is two dinosaurs entwined as [  A though  B through  C thought  D throught ] they are fighting. Paleontologists think that the Velociraptor was hunting the other dinosaur, Protoceratops when a sand dune collapsed on both, killing them and preserving their bones.

Excerpt from *What is Sedimentation* by Aaron Fauch.  
<https://scienceforthekids.wordpress.com/2013/03/12/what-is-sedimentation/>  
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